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speech of different people to be found in so clear, simple, I should almost like to say "popular," a form as here; no one need fear that any "special training" is necessary to understand the book and utilize it.

Undoubtedly an English edition might increase in America the field of usefulness of the book, and perhaps also extend it to some of the many teachers who are struggling in the public schools, especially in the large cities, with the peculiarities of pronunciation of pupils of Russian, Italian, Japanese, and other parentage. Even among these teachers some will be able to read it in French, and to them and to all others who are interested in improving their own pronunciation as well as that of their pupils, Mr. Passy's *Petite phonétique comparée* can be heartily recommended.

CHARLOTTE J. CIPRIANI

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*The Teaching of Geography in Elementary Schools.* By RICHARD E. DODGE and CLARA B. KIRCHWEY. Chicago: Rand McNally & Co., 1913. Pp. 248. \$1.00.

This new book in the pedagogy of geography teaching represents the conclusions reached after many years' experience in the training of geography teachers, and of teaching the subject in the elementary school. "It is an attempt to organize the underlying principles which, from the standpoint of good geography and good teaching, are necessary before one can effectually attack the problem of framing a course of study in geography for elementary schools or of teaching any phase of this related whole." The following quotation may be considered as a statement of the thesis of the work: "Geography teaching requires primarily a good knowledge of the essential facts and principles of geography; for no teacher can teach that which he does not himself know. The second requirement is an understanding of the scope of school geography; of the relation of this part of the subject to other work in the same field; of the purposes of school geography and ways in which the subject may best be organized and presented so as to be of the most permanent value to the pupils." A full, clear, and incisive discussion of this thesis is given in chapters as follows: Scope and Purpose of School Geography Teaching; Organization of a Course of Study in Geography; Home Geography and the World Whole; Geography of the Intermediate Grades; The Principles of Geography; Geography in the Upper Grades; Relation of Geography to Other Subjects in the Curriculum; Geography and Expression Work; Place and Use of a Textbook in School Geography; Use and Misuse of Maps; Observational Work in Geography; Geography in Rural Schools; Industrial and Commercial Geography; Collateral Reading; Preparation, Organization, and Conduct of a Lesson; Use of Equipment; Museums, and an appendix giving lists of equipment and collateral reading, and some outlines of representative lessons.

Most books on the teaching of geography have been written by teachers

specially trained in other subjects, and in many cases their weaknesses are very obvious. Teachers of geography, therefore, will welcome this book written by authors who are not only capable teachers but equally capable specialists in geography—a most fortunate combination for the good of the cause. Every teacher of geography will find this a valuable book for study. Its statement of the fundamentals of elementary-school geography, the best method of procedure in the organization of the subject, the conduct of class work, and the essentials of a teacher's qualifications are sound both geographically and pedagogically. It is the best book of the kind yet written and its use will do much to accelerate better geography teaching.

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*Bookkeeping, Complete Course.* By GEORGE W. MINER. New York: Ginn & Co., 1914. Pp. 334. \$1.40.

This is a revision of the older book *Accounting and Business Practice*, by Moore and Miner. There are more supplementary exercises introduced throughout the book. The first and second sets are replaced by more elaborate ones. The chapter on single entry is relegated to the appendix and a set on corporation accounting is substituted. Sets 3, 5, 6, and 7 are identical in both books and set 4 is much the same.

The same general plan is followed. The fundamental principles are developed. Sets 1 and 2 use journal and ledger; sets 3 and 4 introduce cash sales and purchase books; set 5 presents consignments, drafts, bill-book and special-column cash-book; set 6 illustrates the use of special-column cash-book and journal and auxiliary ledgers.

The merits of the older book are too well known to need comment. The revised text seems to have lost none of the excellent qualities of its predecessor and to have gained by the additions which have been made.

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*Mathematical Wrinkles.* By SAMUEL I. JONES. Published by the Author. Pp. viii+321. Cloth, \$1.65 net.

This book would prove a valuable addition to the library or desk of every teacher of mathematics in secondary schools. Aside from furnishing a source of problems that may be drawn upon to supplement the regular classroom text in arithmetic, algebra, or geometry, it contains much other material of great interest not only to teachers but to students as well.

It contains chapters on Arithmetical Problems, Algebraic Problems, Geometrical Exercises, Miscellaneous Problems, Examination Questions, Answers